

Feedback on language learning

A case study in a primary school



Department of English and Humanities (ENH)

BRAC University

A Report

Submitted to the Department of English and Humanities

Of

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By

Rummana Tasniem

ID: 07103025

In partial fulfillment of the

Requirement for the degree

Of

Bachelor of Arts in English

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**This paper is dedicated to all my honorable teachers for their
valuable guidance throughout my academic career.**

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Abstract

This report is based on the experiences from the classes during my internship and my focus is on feedback giving on language learning. I tried to relate the theories and knowledge from the courses of various ESL and ELT courses to my real life classroom experiences. Also, this paper includes some suggestions and recommendations for a few problems which I have observed and faced during the internship.

Chapter: 1- Introduction

1.1 Introduction:

Feedback means giving comments on someone's performance. It also means to discuss both positive and negative aspects of students' performances. In a classroom, it is an important responsibility for a teacher to provide effective feedbacks to the learners. Traditionally, teachers only provide feedback in the classroom. In a classroom, after finishing the tasks that the students have done, it is very important for them to get feedback from their teacher. Also, at the same time it is one of the important responsibilities of a teacher to give feedback to evaluate the students' improvement in the class. While teacher gives the feedback on a task, it helps a student to correct his/her mistakes. There are a number of ways to give the students feedback like correcting, setting regular tests, giving individual tutorials etc. Still now in many schools, students are taught in the traditional way and teacher only checks the scripts and gives marks or grades. Most of the time students don't understand the reason of getting low marks. Usually, if a student does not get any feedback on his/her performance, it is not possible for him/ her to be aware of his/her mistakes. Many students complain that they do not understand the reason of getting poor marks from their teachers since nothing is written about their mistakes on their copies for both in the class work and homework. This happens because teachers do not give corrective feedback on their performances. Giving the students feedback in classrooms is a very important factor to make the students more

Chapter: 2- Literature Review

2.1 Definition of Feedback:

Roger Gower, Diane Phillips and Steve Walters explained positive feedback, correction, techniques, evaluation, and testing in the book “Teaching Practice Handbook” (Gower, Phillips, and Walters. 1983. Chapter7). “Feedback can take a number of forms: giving praise and encouragement; correcting; setting regular tests; having discussions about how the group as a whole is doing; giving individual tutorials; etc” (Gower, Phillips, and Walters. 1983. Chapter7). They suggested:

- Publishing the good work by displaying it, including it in a class magazine or using it as a model.
- Giving merit marks or small rewards or prizes for good work.
- Making errors is part of the learning process: by receiving appropriate feedback students gradually get to know the differences between correct and incorrect language.
- Giving a weekly progress test on the work covered. This can be in the form of a formal written test or a more informal group activity.

As a teacher, one must provide the correct answers. There are some factors, which help the teacher give more effective feedback in a classroom situation. According to Roger Gower, Diane Phillips and Steve Walters:

- Different students respond to different types of feedback. Unconfident students may need more encouragement, whereas self-confident students appreciate more direct correction from the teacher.
- Students learn more effectively if they are guided in such ways which eventually correct themselves rather than giving them the correct version of something straight away.
- Sometimes they need assistance from the teacher in knowing where the mistake is and what kind of mistake it is.
- If any student is unable to correct the mistakes, teacher will choose a student who looks eager to help and always return to the first student and let him or her say the correct version.
- Teachers will involve all the students in the correction process.
- After self-correction and student-student correction, teacher will give the corrected version to all.
- Teachers will provide the class with remedial sessions based on errors common to the majority.
- In the class, teachers sometimes give individual students notes of errors they have made with instructions on how to correct them. For example, if students make errors in spelling, teachers can write those spellings at the back of the copy and give instructions to write the spellings in the correct way.
- Errors are usually made by individual students, so teachers should give or provide correction on an individual basis too.

In the book, “Teaching Practice Handbook”, the writers, in fact, give detailed explanations of giving feedback. In addition, there are also some examples of the problems which arise in the real classroom situations. “The ability to correct- sensitively, efficiently and effectively- is a skill that takes time to perfect” (Gower, Phillips, and Walters. 1983. Chapter7). Teachers need to maintain a co-operative working atmosphere. According to the article by James Muncie, “Feedback is seen as essential to the multiple-draft process, as it is 'what pushes the writer through the various drafts and on to the eventual end-product (Keh 1990: 294)” (as cited in Muncie, 2000).

In a classroom, teachers can provide various types of feedback through peer correction, conferencing, and written teacher-feedback, as well as more innovative methods such as the use of taped commentaries and computer-based responses. “The basic principle is that students learn more effectively if they are guided in such a way rather than if they are given the correct version of something straight away” (Gower, Phillips, and Walters, 1995 Chapter 7). It helps the students what is wrong with a given aspect of their writing process, such as the following:

- **The students must know if something is not correct:**

Students will finish their utterances. If the teacher shouts *NO*, it will only reduce the students’ desire to try out new language. Teachers can “make a gesture, like a wave of the finger, or give something not-too-discouraging words like *nearly*” (Gower, Phillips and

Walters, 1983, p. 165). This word *nearly* is less discouraging because the teacher is not directly saying that the answer is not correct. Instead he encourages to improve his/her language.

- **The students must know where the error is:**

Sometimes students utter something partly wrong. For example, if the student says, My mother come yesterday, which actually meant his mother came yesterday. In this case, telling him to try again might be of no use. He put yesterday to indicate past time. So, he may think he made the correct utterance. He only needs to know that the word *come* is incorrect. The writers stated, "You can use your fingers or even a row of students to represent each word. When you get the word that is wrong, indicate that that is where the problem is and see if he or she can get it right" (Gower, Phillips, and Walters, 1983, p. 165).

- **The student must know what kind of error it is:**

The students need to know what kinds of problems they have, for example, if it is grammatical, syntactic or phonological.

2.2: Reasons of students' mistakes:

According to Jeremy Harmer, in the book, "THE PRACTICE OF ENGLISH LANGUAGE TEACHING", there are two distinct causes for which most of students make errors at various stages:

- **L1 interference:** Students, who learn English as a second language, have knowledge about their L1. As L1 is their mother tongue, they can produce that very effortlessly and efficiently. When they come to learn English as L2, they have to know the structures, grammar, sounds, and intonations of the new language. And sometimes they consciously or unconsciously generalize the rules of L1 and L2.
- **Developmental errors:** At the early stage of learning, children sometimes say, "daddy goed", "they comed" etc. These things happen because of over-generalization. They over-generalize a new rule subconsciously and as a result, they make mistakes. Foreign language learners also make the same kind of 'developmental' errors. For example, they make mistakes like: "she is more nicer than me".

2.3 Types of Feedback and their impacts:

Most of the time teachers provide feedback in the traditional way where they will give feedback on his/her students' performance. However in modern teaching approaches specially in CLT and learner-based approach, the use of peer feedback is emphasized in

second language classrooms since it is considered “ a potentially valuable aid for its social, cognitive, affective and methodological benefit” (Rollinson 2005: 23). Peer feedback allows the students to discuss among themselves and improve their level of proficiency in the target language. Supporting this statement Vygotsky (1978) (cited in Lightbown and Spada 1999: 23) concluded that language develops entirely from social interaction. Another researcher Caulk (1994) (cited in Rollinson 2005: 24) found similar results where 89% of his students gave useful feedback on their peers’ writing. 60% students provided the feedbacks that Caulk could not make after checking their writing. Teachers talk about the overall problems of a student while peers indicate where exactly a student needs correction. It helps students a lot to improve their learning.

When teachers give feedback, it creates a one-way interaction between the teacher and the student since the student usually does not say anything in response to the teacher’s feedback. But in case of peers feedback, there is a two-way interaction. Both the parties can argue, explain, clarify and justify their points that foster a “highly complex socio-cognitive interaction” between them (Rollinson, 2005: 25).

Students can improve their skills by correcting their errors with the help of peer feedback. Mendonca and Johnson’s (1994) (cited in Rollinson 2005: 24) study revealed that 53% of the corrections that the students make on their paper are incorporated from their peers’ feedback. Rollinson’s (1998) (cited in Rollinson 2005: 24) study shows that 65% of the peer feedback was accepted completely or partially. In Chaudron's (1984) study, peer feedback had as much impact as teacher feedback on revision in terms of improvement. Both types of responses may have helped students to revise their texts. Likewise, Caulk

(1994) found that intermediate and advanced ESL students seemed to provide as much feedback to each other as their instructor. (Chaudron, 1984) (Cited in Villamil and Guerrero, 1998).

On the other hand, Mendonca and Johnson Study (as cited in Sengupta, 1998) also discovered that student writers may not always trust their peers, but the same comment from a teacher will be taken into account when they revise.

Mangelsdorf's study (as cited in Sengupta, 1998) reports that peer reviews were always rated negatively by Asian students, and raises the question of the effect of teacher-centered cultures on the way students regard peer comments.

Even in Western cultures, Freedman *et al.* (1986), for example, found that even when peer evaluation is planned and controlled by the teacher, there may be social implications behind the responses which are determined by the way students maintain social relations (Mangelsdorf's study, as cited in Sengupta, 1998)

Apart from tests and exams, teachers can assess the learners through giving Comments, Marks and Grades, Reports etc. For instance:

- **Comments:** Teachers could give feedback to the students both in and outside the class. For example, teachers can say *good* etc as it is a clear sign of a positive assessment. Also for negative comments, teachers can "do so by indicating that something has gone wrong or by saying things such as *That's not quite right or even that essay could use a bit more work.*" (Harmer, 2001, p. 101). Teachers also make comments on the learners' written work.

- **Marks and Grades:** When students are graded, they are always eager to know their grades that they achieve. Instead of giving direct marks, teachers can give or grading. For example, A- assessment for an activity, which indicates that the student has done well. While the test or task is given in a form of multiple choice, sentence fill-ins or other controlled exercise type, then it is easy for the learners to understand how and why they achieved the marks or grades. It also becomes easy for teachers to grade or mark, because it is MCQ. But when teachers want to test their creativity, then it becomes little difficult to judge their copies because in a subjective writing, teachers have to grade the copies on the basis of grammar, syntax, language etc.
- **Reports:** At the end of a term or year, teachers make report cards of the students where they write progress or drawbacks of the learners. “It is important when writing reports to achieve a judicious balance between positive and negative feedback, where this is possible” (Harmer, 2001, p. 102).

While giving feedback, teachers are always concerned with both accuracy and fluency. Teachers design the materials such a way where they can judge the students accuracy and fluency. Teachers “need to decide whether a particular activity in the classroom is designed to expect the students’ complete accuracy- as in the study of a piece of grammar, a pronunciation exercise, or some vocabulary work for example- or whether [...] asking the students to use the language as fluently as possible” (Harmer, 2001, p. 104). During communicative activities, teachers should not interrupt students in mid-flow to point out a grammatical, lexical or pronunciation error. “There are times during

communicative activities when teachers may want to offer correction or suggest alternatives [...] or because this might be just the right moment to draw the students' attention to a problem" (Harmer, 2001, p. 105). Moreover, if the teacher points out every mistake that students make, they might get de-motivated.

Teachers can help students to correct their mistakes in various ways. The usual practice is to correct the grammatical errors in each composition and then to move on to a new topic (Sengupta 1996). The product-centered culture of Hong Kong emphasizes accuracy at the expense of self-expression (Harris 1993:516). (Harris, J. 1993. 'I see what I mean! Exploring the relationships between writing and learning and learning to write' in N. Bird, J. Harris, and M. Ingham (eds.). *Language and Content*. Hong Kong: Institute of Languages in Education). Correction usually is made up of two distinct stages. At first, teachers show the students the mistakes that they made. And if necessary, teachers help the students to do something about it. (Harmer, 2001, chapter 7). Students are usually expected to be able to correct themselves once the problem has been pointed out. If they could not do this, then teachers move on to some alternative techniques (Harmer, 2001, chapter 7):

- **Showing incorrectness:** Teachers can do this in a number of different ways. For example:
 - Repeating: If a student says something wrong, a teacher asks the student to repeat that by saying "*Again?*". Saying that indicates that something is not clear.

- Echoing: This is a way of pin-pointing an error. Here, a teacher can repeat the term that the student mistakenly says, and thus, emphasize the wrong part.
- Statement and Question: Teachers also simply can say, “*That’s not quite right*” or “*Do people think that’s correct?*”
- Expression: While students make errors, teachers can make simple facial expression or gesture, indicating that something did not quite work.

Teachers hope that students will be able to correct themselves once the teacher has indicated the errors. But if they don’t, then teachers will want to help the students to get it right.

- Getting it right: When a student is unable to correct herself, the teachers will focus on the correct version in more detail.

There are times when teachers may wish to intervene during fluency activities; there are some ways to correct the students (Harmer, 2001, chapter 7):

- Gentle correction: Gentle correction can be offered in a number of ways. Teachers can simply reformulate what the student has said. For example, if the student said, “I am not agree with you.” Then teacher can reformulate this: “I don’t agree with you.”
- Recording mistakes: Teachers can record the students’ language performance on audio or videotape. So that when they listen or watch their videos, they could understand their problems.

- After the event: When teachers recorded the students' activity, teachers sometimes give feedback in the classroom. Teachers "can put some of the mistakes" [...] and "recorded up on the board ask students firstly to recognize the problem." (Harmer, 2001, p. 109). Teachers also can write individual notes to students after hearing their audios.

Chapter: 3- Implementation

3.1 Introduction about the School:

I did my internship in UCEP ISMAIL School. It is an NGO based non-formal school for street children. The school is situated in Mirpur-1. I started my internship in this school as an English teacher from 4th May, 2010. There are many branches of this school all over Bangladesh. Only few branches of the schools have English Version, for example in Dhaka city, only the Mirpur-1 branch school has both English and Bangla Version. As I was appointed in Mirpur-1 branch, I did my internship in the English Version section.

3.1.1 Schedule for the classes:

There are three shifts in the school. Classes for the first shift start from 8:10 am and continue till 11:00 am, second shift starts from 11:30 am and continue till 2:00 pm and the third shift starts from 2:30 pm and continues till 5:00 pm. As I had classes in my university in the evening, I chose the first shift. I taught two or three English classes in the first shift on every alternative day.

I taught in class-II, class-V and sometimes class-I. Among these three classes, class I and class II are English version. On the other hand, class V is Bangla version.

3.1.2 First week in the school:

In the first week, I observed how the teachers conducted classes. Teachers of the school were very helpful and co-operative. Moreover, the school provided the students with all the necessary materials like books, copies, pencils, pens, erasers etc. while observing the classes, I found that after the class, teachers gave all the answers to the learners. At the same time they used L1 as they explained everything in L1. These were the features of GTM (Grammar Translation Method). Also I found that while they were providing feedback, they asked students to repeat those again. For example, on the first day while I observed the class, teacher was teaching them a story named “A Capseller and the Monkeys”. At first, she read the whole passage in English. Then she told the students to read that passage again with her. She uttered single line and then students did the same thing. After that, she explained each sentence in L1.

3.2 First session and giving feedback to the learners:

I started teaching the students from 6th May, 2010. But on the first day, I did not teach anything in class II as it was their library class. In their library class, students used to bring books from their school library. As it was the English version section, they only brought English storybooks. At first, they read the storybooks and then some of the students came and explained their stories to the others in front of the whole class.

In addition, I taught them a lesson on “Eid Day” in class V. I had to explain them each line in L1 as they were having difficulties in understanding L2 words. They pointed out

the difficult words from the text. I helped them by giving some easy examples of those words so that they could get the meaning. For example, one student pointed out a word “Embrace”. Then I asked him about what he did on the Eid Day. At that time he gave me the answer in L1 saying, “কোলাকোলি করি”. Then I asked the meaning of “Embrace”. And while he failed to answer, I wrote the meaning on the board for them. Moreover, they also wanted me to give the bangla pronunciations of word. In such case, I broke down the word into syllables and asked them to pronounce each of the syllables. And at the end, I gave them the correct pronunciation of the word.

In the first week, I taught both the classes and at the same time observed the students’ attitude as well as the proficiency level. Also I tried to find out their problems in language learning.

As my internship report’ focus is on feedback and how much it contributes to their learning, I used various feedback strategies. Most of the students had problems understanding the text and there were many mistakes in their class work. But I found that students of class II were more enthusiastic compared to those of class V and I gave less force to them to do home work. Most of the time, if I gave them a clue on any topic they could understand that. I found that they had problems in using appropriate articles (use of *a, an, the*) and they got a few spellings wrong. I marked their problems from a class test that I gave in the 2nd week. In the test, most of the students had spelling mistakes like “Bog” instead of “Bag”, “Umbrala” instead of “Umbrella”. They also had problems in using articles. The majority of the students used “a” instead of “an” before vowels.

On the other hand, the students of class five were less attentive in the class and did not do their class work and homework regularly. I had to explain them everything in L1. After explaining, I asked a student to come to the front of the class and write that on the board. Unfortunately he made that mistake again. I gave a class test on the second week and only few students did well. Other students had many problems in sentence structure, spelling mistake as well as use of “to be” verb. In class V, I found that some of the students, sitting in the last benches, were not attentive. Most of the time, they were talking in the class. For my English class, I told them to sit in the front so that I could observe as well as monitor them directly. But I was very disappointed at their performance. There were three girls and two boys who could not even read the text. Even I read the text several times for them; they could not read the text. For those students, I tried to improve their performance in both writing and reading by giving those home tasks. For example I gave home work on writing paragraphs. In addition, I marked that their pronunciation was faulty as they pronounced “Embarace” (এমবারাস) instead of (এমব্রাস) “Embrace”. In contrast, the students of class two had a pronunciation much better than class five.

I gave lots of feedback on students’ test copies. In class II, most of the students made spelling mistakes and had problems with the use of articles. In that case, while I returned their copies, I first tested their spellings. Some were able to spell correctly and some could not. I asked them randomly. For example, I asked them to spell “bag”. If the first kid could not spell correctly, I asked a second one, and then third one. And when finally, one student could spell the word- correctly, I asked others to repeat the word. Then I

wrote the correct spelling on the board. Similarly, I first asked them about articles and vowels. They all were able to tell the vowels (A, E, I, O, U) and some of them had clear conception of using “a” and “an”. And few of them had confusion about using vowels. For example, they could not memorize those five vowels. For those I gave them examples of words which start with vowels and explained them the use of articles. After explaining, I gave them class work and all the students were able to give correct answers. Also I gave some objective type questions. For example: I gave them fill in blanks, where they had to put an article before the word for their home work.

In the same way, I gave feedback to the students of class V while returning their copies. Most of the students did not get good grades in their tests. Also, the majority of the students had problem with sentence structure and some of the students gave answers that were not related to the questions. And at that time, I found that they did not want to correct their copies by self-corrections or peer-corrections. They wanted me to give the correct answers and memorize them. And I was shocked while they said that they did not even know the meaning that they had written in their copies as they only memorized the questions along with the answers without knowing the meaning. In that situation, I also asked them which one they preferred more; just only write the correct answers or they would first tell me the answers and then I would correct those. Most of the students raised their hands for the second one. In class V, I found that most of the students wanted me to write or give all the answers for them whereas in class II, students wanted to produce or write their answers by themselves. They just wanted me to correct their mistakes. In contrast, in class V students did not want to do so. Also, they had a tendency to

memorize all without knowing the meaning. In that class, I tried to develop their performance. I used the ALM so that at least they could speak after listening to me. For example, in class two I taught singular and plural number. While teaching that, at first I said, “One is singular number, one cat”. Then, they said, “One cat”. Again, I said, “Two cats”. They said, “Two cats”. In addition, in class V, I also applied question-and-answer drill as I asked questions from the text and they answered those very quickly. In both classes, mostly in class V, I taught a chapter named “Mohakhali Flyover”. While teaching that lesson, I explained the whole text in L1. After reading the passage I asked questions to the learners from the passage but none of them could answer any question. At that time they revealed that they did not understand some words in the text. They pointed out those and I explained those words. For instance, they asked me the meaning of “amazed” which means (অবাক হওয়া) and “height” means (উচ্চতা) in L1.

In my classes, I tried to elicit what the students knew about the chapter “Book Fair”. But most of the students were not able to say anything as most of the students didn’t want to speak in the class and also most of them never visited a book fair. I frequently picked the slow learners for reading their text as by doing so I can try to engage them in the class. Also it will help them to improve their competence in reading. I faced problems to deal with those students, as they did not ask any questions though they faced problems understanding the text and writing. If I asked them, only then they talked about their problems. In contrast, some students spoke a lot in the class. There were a few students, who had clear conceptions about their text. Moreover, their proficiency in both writing and reading was much better than others. Also, they were able to pronounce a few difficult words without any help of the teacher.

Moreover, I taught them verbs by giving lots of example. For example, at first I told them that verbs refer to an action. For example, going, doing, eating, sleeping etc. While teaching them verb, I had to use L1 for them to understand since they won't understand anything if I used L2 throughout. I also used some examples in L1. For example I said, "I eat rice (আমি ভাত খাই)" in bangla. Then I asked the meaning of আমি (I), then, ভাত (rice) and then খাই (eat). As I said before that, students of class II were very much enthusiastic; they were able to understand the rules of verb. Few of the students made mistakes in structure. For example, they said, "I rice eat" as they just followed the structure of L1. That day I only gave some easy examples to the students. For example, "I go", "you go", "we eat rice", "I play football" etc. In the next class I explained 1st person(I, we), 2nd person(you), 3rd person(he, she, they, it). I also explained that only in the case of 3rd person singular number, verb will change. For example, instead of "he play", we have to say "he plays". There will be "s/ es" with the verb. I gave them some exercises like put the (✓) on the correct word like "Shuvo play/ plays football", "I go/goes to school", "We loves/love our country" etc.

I taught a new chapter named "Mohakhali Flyover" in class five. In the chapter, a boy came to Dhaka and visited the flyover etc. At first, I asked them about flyovers. But most of them did not see any flyovers. Some of the students visited Mohakhali flyover and they shared their experience with the whole class. Then I asked who wanted to read out the passage. Many of them were interested to read and I chose one to read the passage. I picked other students randomly to read to see while others were listening. When they finished reading the whole passage, I asked them if they understood or not. Some said

understood the passage to come to the front of the class and told the whole class the meaning of the passage. I also asked some other students to explain. After that, I explained the whole passage in L2. But while explained the passage, some students raised their hand and wanted to know meanings of words they did not know. At that time, I gave the answer by using synonyms. In some case I drew pictures to explain the meaning. For example, some asked me the meaning of “pillar”. While explaining the word, I drew a flyover with pillars. Then pointed out the pillars in the picture and explained that the flyover stood on a pillar. After that, students understood the meaning of pillar. Some students asked the meaning of “length”. At first I tried to explain it in L2. For example, I said that “how long the bridge is means the length of the bridge” and they wanted the Bangla meaning of the word “length”. So at first I explained the difficult words orally and then wrote those on the board with the Bangla meanings.

In the sixth week, I gave tests in the both classes. In class II, I gave a test on singular-plural numbers, use of articles etc to check their understanding. While returning the scripts of the students, at first I wrote both correct and incorrect answers on the board. Then I picked those students who made mistakes in the test. For example, in the test I gave singular plural numbers. Some students wrote “oxes” as plural form of “ox”. I wrote both “oxes” and “oxen” on the board. Then I asked the students to vote for the correct answer. Most of the students choose the correct answers. Also, some students who made mistakes in the test voted for the correct answer. Then I asked those students who voted for “oxes”, to explain the reason of choose this. Among them, some replied that they add “es” with the singular form. Then I asked the students who did not make mistakes in the

test to give the correct answers to others. After that, I explained the whole again for the students.

In class II, most of the students did well in their tests. I found that still some of them had problems understanding the use of verb like some made mistakes: they wrote “he play” instead of “he plays”. I also found that some of the students wrote “I ma a student” instead of “I am a student” and made silly spelling mistakes. I had corrected their mistakes through peer- corrections. Here again, I wrote both the correct and incorrect words on the board and asked them to choose one. Some students choose the correct word and some incorrect word. Students who choose the correct answer, I asked them to explain the reason of writing “he plays”. And they explained that to the other students. After that I asked those who made mistakes to explain and wrote their answers on the board. Most of them explained the rules of 3rd person singular number and sentence structure. Finally, I gave the correct answers to them.

I also gave a test in class V. I gave them word meaning, translation and a paragraph on “book fair” in class V. Most of the students did well except a few weak students who used to get less marks. The mistakes that most of them made were syntax related. For example, mostly they made mistakes on subject verb agreement. Most of them wrote I eat rice instead of I eat rice. I think that these type of errors happened because most of the students only memorized the answers without knowing very vague. Also there were L1 interferences.

In my last class, I gave feedback to the students on their tests as in that week; from 22nd June their final exam had started. I got two classes before their exam; 17th and 20th June. I revised the whole syllabus in those two classes. I started from the beginning of the syllabus.

I gave a few exercises, for example, fill in the gaps, rearrange the words and make sentences, match the words with pictures etc in class II. In that day, students only did their task. And on the following day, I gave them feedback. I made pairs and told them to exchange and check their copies. After the students had finished checking each others' copies, I asked them to point out the mistakes. After that, I told them to clarify each others mistakes and gave the correct answers. Each of the pairs discussed their problems and gave the answers. For example, in a pair, one student rearranged the word elephant correctly but while making sentence he wrote, "There is a elephant" instead of "there is an elephant". In another pair, one partner made mistakes in the fill in the gaps (34 comes after 35). After pointing out these mistakes, they corrected each other mistakes. I also asked other pairs whether their answers were correct or not. After finishing the whole discussion, I gave all the correct answers to the students. Also, I gave some more tasks to the weak students for their homework. I wrote those in their class copy. Moreover, I wrote clearly to improve his or her handwriting, and to be careful about using of article etc in everyone's copy.

I did the same thing in class V. I tried to revise the whole syllabus. In the class, I gave them some word meanings, question-answer, translation and a paragraph. They had only

two paragraphs: Book Fair and Eid Day. I asked them to write any one. Most of the students did well. When it came to doing translations, most of them made mistakes since they had memorized the translations. In the class, I taught them translations of a few sentences. When I changed the sentences a little, they made mistakes. For example, I taught (আমি আমার দেশকে ভালবাসি) means, "I love my country. I just changed a little and I gave (আমরা আমাদের দেশকে ভালবাসি) which means, "We love our motherland". Most of the students wrote, "I love my country" (আমি আমার দেশকে ভালবাসি). So I found that they had some problems because of memorization. After finishing their task, I asked the students to read out their answers for all. I asked them one by one. For example, I asked one student to read one of the answers. After reading the answer, I asked others to verify if it was correct or not. If any students disagree, I asked him to give the correct answers. I also asked a few students to come in front of the classroom and write the word meanings on the board and other students voted either that were correct or not. At the end, I gave the correct answers of all the questions.

I finished my seventh and eighth week by providing them a few tips on how to gain good marks in their final examination. Also I helped them to solve their problems in syntax.

I spent 10 weeks of my internship in UCEP School. As the students had their final exam from 22nd June to 26th June; the school was closed till 3rd July.

3.3 Second session and giving feedback to the learners:

The second session started from July 4. In the first week of the session, teachers were busy with the result sheets and I was told to come for teaching classes from the 12th of July. In that session, I again taught classes in class II. On the 10th week, I taught the new students.

At the very beginning, I greeted the new students and introduced myself as their new English teacher. After that, I asked them to talk about themselves. My purpose of doing that was not only to know about them but also to observe their competence in L2. I instructed them to speak one after one.

In that session, I found that students of class II were much more fluent than the previous ones. They were very much enthusiastic as the previous students. But I found that these students' pronunciation was much better. I think the reason was that they were learning L2 from class I. While talking about themselves sometimes students paused, took some time and then spoke. Also, I found that they were very organized. For instance, while talking about themselves, they first said their name, their parents' name, talked about their siblings, living place, working place and working hours, hobbies etc. Almost every student organized his or her speech very well. The only error they made was, "I live in Mirpur at Dhaka". I did not interfere or stop them to correct their errors while they were speaking.

After they had finished, I talked to them about their positive sides of speaking. For example, I told them that their L2 skill was really very praiseworthy. I also praised their pronunciation. After that, I drew a few stick figures on the board. I drew a circle. Inside the circle, I drew another circle and inside that, I drew a house. I told them that, the circle is Dhaka city (a big circle) and the next circle (a small circle) was Mirpur. After that, I asked students to identify the biggest one among these three pictures. And they pointed out the first circle. After that they pointed out the bigger one (road) and at last the smaller one (house). After pointing out the figures, I explained them that, “in” sits before the biggest one and “at” sits before the smaller one. I gave them some examples. For instance, I explained the picture: “The House is AT Mirpur IN Dhaka”. Then I asked them to talk about their living place. All the students spoke correctly. For example, they said, “We live **at** Mirpur **in** Dhaka.”

I finished my 10th week through knowing the new comers. Also, I wanted to evaluate their speaking competence. for two weeks, I came to know about the students’ proficiency and preferred learning style so that I could design appropriate tasks for them. These two weeks were the final weeks in UCEP School.

In the eleventh week of my internship, I started the class by assigning them a few tasks. I gave them ten cloze questions on preposition; where they had to supply “in” or “at” in the blanks. I did not mention the term “preposition” as they were not familiar with the term. I designed the task as in the previous class I explained them these things. I just wanted them to recall what they had learnt in the previous class. And surprisingly all the students

gave the correct answers. Only two students made a few mistakes. For example, he wrote, “We live at Bangladesh” instead of “We live in Bangladesh.” As only two students made these types of errors, I asked them to come to me and I explained them individually. While explaining them, sometimes I had to switch to L1, as their English was very low.

In the last week of my internship, I started a new chapter, which was designed with vowels. I explained them the vowel words. Moreover, I explained that “an” sits before those words which started with vowels. While explaining them I gave many examples. At first, I used very easy examples like, **a** boy, **an** apple, **a** bag, **an** ant etc. While giving examples, I used teaching aids such as table, duster, pencil, uniform etc. Then I gave them some tasks on use of “A” and “An”.

I could not give them feedback on their task due to time constraint. In the following class, I returned their copies. As it was their first chapter, some students had errors. I asked the questions again orally to the students. At that time I found that some students were pronouncing the word “pencil” (*/p/e/n/s/i:l/*) as “penchil” (*/p/e/n/tʃ/i:l/*). After hearing the sound, I wrote the word on the board and asked them to pronounce the word with the syllables like, “pen” and “cil”. Again, I individually asked the word to all the students. Then I continued my lesson again. Students who made errors, I gave them some more examples to them. For example, I wrote some words like, umbrella, ox, oxen, chair, bottle, mug, apple, ice-cream etc. Then I marked the first syllables of each word and asked them to identify the words, which fall under vowel. After that I asked them to put A/ An before those words. And that time most of the students put A/An correctly.

During my intern period, I tried my best to teach the students in systematic way. But the only problem that I faced was time limitation. As the students were young learners, they needed much care, attention and help from the teachers. And when it was not possible to give feedback during class time, students were very reluctant to bring the copies in the following class.

Overall, my experience in UCEP School was quite well and I enjoyed a lot through teaching the students as well as the teachers of the school were very much cooperative.

Chapter: 4- Conclusion

In conclusion, I would like to say that, feedback is an important part of language learning. In every lesson, there should be some time for both peer feedback and teacher feedback. By providing effective feedback, teachers can help a student to improve his/her competence. Also by doing this teachers could evaluate the students' success and progress. In all the institutions, teachers always provide more or less feedback on the learner's performance, which is very effective for evaluate their progress. There are various types of feedback. Teachers will provide the feedback on the basis of learners' socio-cultural background; personality, competence etc. for example, if a student comes from a village to a town or get admission in a private university, then his/her cultural background will be different from one another. Moreover, there are both introvert and extrovert learners in a class. And most of the time introvert students feel shy or hesitate to ask any questions about their problems. In such cases, teachers need to be concerned about the learners' personality. And they need to provide corrections and feedback according to learners need. In all the institutions, teachers always provide more or less feedback on the learner's performance, to evaluate their progress. Peer revision appeared to have more favorable effects than self-revision. In Zhang's (1995) survey study, peer feedback was preferred over self-feedback. Language learning process should set in a very friendly and lively environment where students could learn their L2 with getting the correct and effective feedback on their mistakes. Peer revision appeared to have more favorable effects than self-revision. In Zhang's (1995) survey, peer feedback was

preferred over self-feedback. Language learning process should set in a very friendly and lively environment where students could learn their L2 through getting the correct and effective feedback on their mistakes. Peer revision appeared to have had more favorable effects than self-revision

Chapter: 5- Recommendation

Both teachers feedback and peers feedback is important and effective in learning a second or foreign language. But sometimes the influence of feedback varies in terms of the level of learners and the context. The way the young learners accept the feedback may not be the case for adult learners. For example, kids easily ask questions to the teachers whenever they faced problems. And teachers always try to answer them in a way which suits them. On the other hand, most of the time, adult learners do not ask questions to their teachers, as they feel shy in the class to raise their questions. Teachers can apply some more strategies and techniques to give feedback in a more effective way to the students. For instance:

- In a classroom, teachers should not be too much authoritative. Instead of that, there should be some allowance of freedom for the learners so that they can feel and understand their responsibility for learning. In UCEP School, I found that sometimes teachers beat the students if they did not understand something. I think, this kind of attitude have very negative effect on learners. This type of attitude should be avoided.
- There should be a friendly environment in the classroom where students can argue, response and interact with the other students for their feedbacks. For example, while I gave classes in the UCEP School, I used to be very friendly with the learners. Ad I found that because of that, students asked me lots of

questions whenever they faced problems. On the other hand, when I observed their other teacher's class, students never asked questions about their problems. And they made mistakes in their exams.

- Teachers should always give or provide the correct feedbacks after self-corrections and peer feedback.
- Peer feedback should be controlled and teachers should give a proper guidance in the time of peer feedback.
- Before practicing the peer feedback, teachers should inform the process of giving peer feedback to the learners.
- For the slow learners, teachers could provide the feedback in private because sometimes learners feel uncomfortable in front all the learners. In UCEP School, I gave more attention to the slow learners. I used to give more home works on their syllabus to the slow learners.
- Also while giving negative feedback in the class copies, teachers can write the positive feedback first and then the negative feedback. Most of the time, I wrote the positive feedback first and then the negative feedback.
- Teachers should provide the negative feedbacks warmly so that students could not loose their confident level for learning. When I used to gave negative feedback, I explained the things more than once and tried to avoid talking harshly to them.

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